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ABSTRACT

An evaluative and developmental review of the Appalachian Adult Basic Education Demonstration Center in the fiscal year 1969-70 finds the center well-launched on a highly promising course, but greatly in need of 5-10 years of stable financial support. With a headquarters at Morehead, Kentucky, and with 13 demonstration or research field stations, the center has already exerted strong influence on adult basic education throughout the Appalachian States. A national impact is also evident. In the evaluation, answers were sought to four questions, stated first in evaluative and then in developmental form. Briefly stated, the questions revolved around the social worth of the center projects; the effectiveness of the organization and operation of the headquarters office; the effectiveness of the origin, development, and supervision of the field projects; and the success of the field projects in attaining their objectives. A three-phase inquiry conducted by the evaluation team included a library-social analysis (compiled from publications referring to Appalachia), a two-day "specialists' conference," and visits to the center's headquarters and to each of the field projects. The results of each of these phases are discussed in the report, as well as a summary and major recommendations based on the study. (Author/AJ)

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Adult Basic Education

An Evaluative and Developmental Report

With Reference to

The Appalachian Mountain Area of 13 States

and

The Appalachian Adult Basic Education
Demonstration Center

by

The Michigan Institutional Survey and Consulting Service

6330 Daly Road, Dexter, Michigan 48130

August, 1970

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Abstract

An evaluative and developmental review of the Appalachian Adult Basic Education Demonstration Center in the fiscal year 1969-70 finds the Center well launched on a highly promising course, but greatly in need of five to ten years of stable financial support. With headquarters at Morehead, Kentucky, and with thirteen demonstration or research field stations (called modules), the Center has already exerted strong influence on adult basic education throughout the Appalachian states. A national impact is also evident from the requests for assistance and materials directed to staff members of the Center.

Some redirection of efforts at the Center seems desirable. Basic research projects conducted by Center staff, although commendable in quality, do not seem appropriate to the major mission of the Center. Project-support research is needed, to establish the need for specific projects and to clarify the purposes of projects. Project-dissemination as a concluding phase is also needed. Projects will thus be bracketed with two vital elements not now fully developed at the Center—more thorough exploration before a project is undertaken; and more thorough reporting after a project is completed.

A Center for adult basic education which is located in the geographical region of the nation which is Appalachia has two major premises to which it can turn in designing its programs. It can seek to serve those needs which are common to Appalachia and to all of the rest of the nation; and it can seek to serve those needs which are unique to Appalachia. In either case, a starting point for program development is an examination of the characteristics of Appalachia, of its people and its regional attributes. Partly to evaluate present efforts of the Appalachian Adult Basic Education Demonstration Center, and partly to suggest future directions for effort, the present review has produced two resources for the Center—a publication descriptive of Appalachia according to the large literature on Appalachia; and tapes and transcripts of a Specialists' Conference on Appalachia. An outcome of these two projects is a substantial number of recommendations for the development of adult basic education in the Appalachian setting. The Appalachian Adult Basic Education Demonstration Center may find important guidelines for its work in the document summarizing the literature, *With Reference to Appalachia*, and in the records of the Specialists' Conference.

Preface

In February, 1970, information was provided to the Michigan Institutional Survey and Consulting Service that its proposal had been selected on the basis of competitive bidding from several submitted, to conduct a federally-required evaluation of a federally-funded agency for innovation in adult basic education. The agency, with headquarters at Morehead State University in Morehead, Kentucky, is the Appalachian Adult Basic Education Demonstration Center (AABEDC). Members of the Michigan Institutional Survey and Consulting Service who have worked on the evaluation leading to this report are:

Dan H. Cooper, Professor of Educational Administration,
The University of Michigan
Howard Y. McClusky, Professor of Adult Education,
The University of Michigan
Maurice Seay, Professor of Education,
Western Michigan University
Russell E. Wilson, Professor of Educational Administration,
The University of Michigan

The evaluation which was undertaken was designed to be more than an evaluation of a single federally-funded agency. In addition to providing for evaluation of past and present efforts by AABEDC, the study was also specifically planned to yield suggestions for future developmental effort at the Morehead Center. There is the still further possibility, because of the fundamental nature of some of the questions studied, that useful insights have been assembled for the development of adult education generally throughout the nation.

Answers were sought to four questions, stated first from an evaluative viewpoint and then in an opposite column expressed in developmental form.

EVALUATIVE FORM	DEVELOPMENTAL FORM
1. Are Center projects worthy of support, in terms of social significance for adult education in Appalachia?	1a. To what tasks should the Center devote its resources, in order that its impact through adult education be of the highest possible social significance in Appalachia?
2. Is the headquarters office of the Center organized and operated effectively?	

3. Does the Center originate, develop, and supervise its field projects (modules) effectively?
4. Are the field projects (modules) succeeding in attaining their objectives?

2a. How can the internal organization and operation of the Center be improved?
3a. How can the origination, development, and supervision of field projects (modules) by the Center be improved?
4a. What steps can be recommended for each of the field projects (modules), so that successful attainment of objectives may be achieved more promptly and more fully?

To secure answers to the questions, the evaluation team conducted a three-phase inquiry:

1. A Library-Social Analysis which resulted in a bulletin containing a collection of excerpts and summaries selected from publications referring to Appalachia. This bulletin, described in some detail in Chapter II, provides ready access to information about the status and needs of Appalachia and the consequent adult education status and needs of the region.

2. A two-day "Specialists' Conference" attended by a small group of consultants which gave the evaluation team an opportunity to draw upon the insight and wisdom of contemporary writers and scholars who are well acquainted with Appalachia. Chapter II contains a discussion of the Specialists' Conference.

3. Visitation by members of the evaluation team to the Center's headquarters, and to each of the Center's modules. Chapter III carries the report of findings from these visitations. Chapter IV contains a summary and major recommendations for the study.

The abstract, which appears at the beginning of this report, reduces Chapter IV to a single page, for those who must review this study in minimum time.

It is important to note that the agency under review in the preparation of this evaluative-developmental study has been superbly open, sympathetic, and cooperative to the study. The Director, Mr.

George Eyster; all members of the headquarters staff of AABEDC; and every person who was contacted in each of the modules has used the study constructively not only to report accomplishments but also to identify and examine problems and to consider the merits of new approaches. For the headquarters and overall program particularly, Mr. Eyster and his staff in several instances acted upon ideas immediately when the study yielded suggestions which seemed useful. It is gratifying to report that the interaction between the agency and the study has been exactly what one might hope to achieve from an evaluation study by an outside team.

Chapter I

An Introduction To Adult Basic Education

Adult basic education offers adults an opportunity to learn basic academic skills and other basic skills for living. A variety of estimates can be found of the need for adult basic education, all of them distressing.[1] It is reported that almost half of all U.S. citizens age 18 or over have less than a high school education. The U.S. Census Bureau has estimated that about 24 million adults over age 25 are illiterate, defining literacy as completion of the fifth grade in school. Defining literacy as the ability to read such essential material as state driving manuals, or to complete a job application, David Harman, writing in the Harvard Educational Review, has supplied data to show that half the adult population is "functionally illiterate".[2] The social concomitants of illiteracy and of otherwise inadequate schooling are widely recognized, in terms of unemployment, underemployment, dependency, and human misery.

The need for adult basic education is even greater in Appalachia than for the nation as a whole. In the territory served by the Appalachian Regional Commission, selected counties in thirteen states from New York in the north to Alabama in the south, 68 per cent of adults over 25 years of age had not finished high school in 1964; and 11.6 per cent had less than a fifth grade education.

Federal money for adult basic education first became available in 1964, under the auspices of the Economic Opportunity Act (Public Law 88-452). Later supported under the Adult Basic Education Act (Public Law 89-750), basic adult education in 1969-70 receives a minimum allotment of $100,000 in each state regardless of population, and a total allotment of approximately $50 million dollars nationally.

The bulk of the federal funding is administered through state offices; but twenty per cent of the federal funds must be used for developmental and experimental endeavors to improve the quality of on-going pro-

1. Much of the information in this Introduction is from the doctoral dissertation of Gene Wallace Scholes, *Adult Basic Education: A Case Study in Goal Determination*, The University of Michigan, 1970, pp. 196.

2. New York Times, May 20, 1970.

grams. The Appalachian Adult Basic Education Demonstration Center at Morehead, committed to the development of innovative projects throughout Appalachia, is one of the enterprises supported from this twenty per cent portion of federal funds. With an operating grant of about $400,009 for the year 1969-70, AABEDC has been able to develop an extensive program of activities at Morehead and at other locations in its region.

Sensitive to the importance of accountability over its expenditures, officials of the Department of Health, Education, and Welfare in Washington have required periodic independent evaluations of all special projects for which they have approved funding. The present report is an outgrowth of this policy, designed to assess the merit of current expenditures and to increase the likelihood that future projects will contribute significantly to the improvement of adult basic education.

Chapter II

Appalachian Education Needs

The educational philosophy on which this report is built contains two elements which have strongly influenced the report:

—An adequate educational program will be designed in terms of the characteristics of the environment in which the students live.

—An adequate educational program will be designed in terms of the characteristics of the students to be served.

If these two—the nature of the environment; and the nature of the learners—are important elements in an educational program, then we must look to Appalachian people and to Appalachia before we can evaluate any program of education in Appalachia. Adult learners, possibly more then younger learners, are likely to require programs relevant to their own interests and to their environment; for adult participation in formal education is seldom compulsory.

It is true that education is often used by Appalachians as a springboard out of the mountains. However, instruction which is relevant in Appalachia will not be irrelevant outside Appalachia. On the contrary, students whose interest is caught, and whose lessons are taught, from real problems in their current state of being can be expected to move out into new worlds more readily and more successfully! Furthermore, the real needs and opportunities of the people and of the region of Appalachia have much in common, we believe, with the real needs of adults in many other regions of the nation and the world.

What, then, are the people and the communities of Appalachia like? To what, in Appalachia, should adult education be relevant? For the evaluation here reported the accumulated wisdom of many years of study and writing about Appalachia was sought by library research. In addition, the contemporary wisdom in the minds of a sampling of distinguished consultants on Appalachia was sought during a "Specialists' Conference". The remainder of this chapter presents these two projects.

WITH REFERENCE TO APPALACHIA

The library research has yielded a separate document, *With Reference to Appalachia*.[1] This sourcebook, presently the most thorough synthesis of data and commentary on the region, quotes from 146 books, service agency publications, periodicals, news articles, and unpublished materials selected from among the thousands of publications available.[2] Other readers may wish to obtain this sourcebook and draw their own conclusions about the implications of this regional summary for adult basic education, but at least the following points seem worthy of attention.

1. Family-education, or even neighborhood-education (some may wish to call this "the community school"), seems more likely to succeed than traditional education. Many observers of the region note that its people place great value on kinship and on neighborhood relationships. Individuals shun achievements which may set them apart from family or friends.

2. Programs differentiated by sex may deserve exploration, with particular effort devoted to reaching the hard-to-reach young men who have great need of additional formal education.

3. The undereducated adult population within any community of substantial size will require not one but several educational programs, if all potential students are to be reached. It is clear, for example, that widely divergent approaches are needed in each neighborhood in order to reach the several levels of social stratification. The differences in educational interests at the several social levels of any community are probably much greater than any differences which occur geographically over Appalachia, or even between Appalachia and the rest of the world.

4. A joining of vocational education with adult basic education wherever possible seems highly desirable. The two problems of being undereducated and underemployed tend to reinforce each

1. Ruth H. Seay, compiler, *With Reference to Appalachia*, manuscript copy, pp. 184. Available from the Appalachian Adult Basic Education Demonstration Center, Morehead, Kentucky.

2. For recent comprehensive bibliographies, see Hart M. and Anne K. Nelson, *Bibliography on Appalachia*, Research Bulletin No. 4, Western Kentucky University, Bowling Green, Kentucky, April, 1967, pp. 73.

other; and hence each problem is resolved more quickly when both are attacked.

5. Job placement might well be a phase of adult basic education. The need seems even more urgent in Appalachia than elsewhere, if this is possible.

6. Abundant materials on the problems of Appalachia are available to writers of instructional materials, to teachers, and to students. Whether one favors the didactic approach, the enquiry approach, or some other strategy of instruction, documents and data for the study of relevant regional problems are readily available.

7. Appalachia abounds in illustrative materials and case problems on the promises and problems of social planning, which could, and probably should, be introduced into adult study programs. Surely many citizens should know about the Tennessee Valley Authority, the Appalachian Regional Commission, and the host of other public and private agencies attempting to intervene in the region.

8. The flood of concern over urban problems nationwide should not be allowed to distract Appalachian educators from the rural needs of the region. Twice the percentage of people live in rural settings in Appalachia, as in the rest of the nation. Rural people need instruction, and can be expected to respond to instruction, in such matters as agriculture, conservation, and nature study.

9. Forestry and wood-processing are important industries in the region. They also have growing futures, in terms of persons employed. While only two per cent of the labor force of Southern Appalachia (and perhaps a similar percentage in Northern Appalachia) is employed in forestry and primary wood-processing, all Appalachian residents should be concerned with appreciation and conservation of timber. Instructional programs for adults could relate advantageously to forestry and wood-processing.

10. The recreation industry, with its glowing future, deserves a place in the adult curriculum from several viewpoints. It offers employment. In some instances it threatens existing employment

(e.g., when small farms are absorbed into recreational areas). It touches many aspects of regional life—road development, lodging, food service, entertainment, arts and crafts, health, and morals. It requires intensive study from some who may be greatly affected by it; and it warrants some study by all citizens.

11. The evident interest, and reliance, of many undereducated adults on relief payments, medical payments, and other forms of outside economic assistance suggest these as the basis of considerable instruction in reading, writing, and arithmetic.

12. The acute shortage of medical professionals in the region, coupled with dispersion of population which makes any professional service unavailable in emergencies, places a high premium on health education including safety and first aid. These instructional areas are literally matters of life and death.

13. A shortage of pre-school programs, coupled with many indications of inadequate parental care of young children, suggests that pre-school programs be offered as part of adult education. Related direct instruction in child care could then more readily be undertaken with adults.

14. Malnutrition, especially among children, continues to be a problem in the region. Since the child's wellbeing is dependent on the knowledge, in part, of the mother to feed him properly, nutrition education for adults is indicated.

15. The advantages and disadvantages associated with migration deserve a place in the adult curriculum. Options open to individuals and families warrant attention. The problems in mobility, for Appalachians, are serious enough to require direct attention, and the topic is of sufficient interest to motivate considerable basic academic learning. This situation emphasizes the importance of extensive individual and family counseling, far beyond routine educational counseling, as part of a totally functional educational program.

THE SPECIALISTS' CONFERENCE

In order to make understandings about adult education for Appalachia as nearly as possible up-to-date, beyond the time-lag inevitably involved in the use of published materials, the Specialists' Conference

was organized. An interdisciplinary team was sought to tap contemporary understanding of Appalachia; and a companion team of adult education experts was sought to draw out implications for adult basic education. Originally, teams of six Appalachian specialists and of four adult educators were contemplated, but further planning suggested smaller teams to permit more probing discussion by each participant, including members of the evaluative staff.

Many days were devoted to correspondence and telephone calls to universities, government offices, and private agencies, in search of highly recommended specialists. Fortunately, in every instance but one, the person first invited to participate accepted the invitation. The decision to select three Appalachian specialists and three additional adult educators thus yielded the following roster.

> Mrs. Hariette Arnow, Ann Arbor, Michigan; native Appalachian, and author of distinguished fiction and non-fiction on Appalachia.
>
> Miss Rena Gazaway, College of Nursing and Health, The University of Cincinnati; formerly field researcher on health problems of the poor, University of Kentucky.
>
> Mr. Ernest Nesius, Vice-President for Off-Campus Education, West Virginia University.
>
> Mr. Boris Frank, Station WHA-TV, The University of Wisconsin, Madison; director of a special project on televised instruction for adult basic education.
>
> Mr. William Griffith, Professor of Adult Education, The University of Chicago.
>
> Mr. Robert Isenberg, Director, Rural Division, American Association of School Administrators, Washington, D. C.

During the first of the two days of the Specialists' Conference, the Appalachian specialists made presentations to the group, while adult educators, evaluative staff, the Director of the Morehead Center, and three doctoral candidates from the Universities of Chicago and Michigan listened. Each presentation was followed by a period for questions, exploration, debate, and search for concensus.

During the second day, the visiting adult educators took the floor to present essential views, identify promising innovations in adult basic

education for the region, and clarify problems. All presentations and discussions were taped for future reference. A transcription of the proceedings has been typed for study purposes.

Much emphasis throughout the conference was placed on cooperative problem identification, exploration of differences in viewpoint, and group interaction to discover areas of agreement. Consequently, outcomes of the Conference will not be attributed here to individual participants. The tapes and transcription, although not prepared for public distribution, can be used by anyone wishing personal information.[1] On the basis of the Conference, evaluative staff members have drawn up a series of conclusions about Appalachia and the adult basic education appropriate to it. It is felt that these conclusions have a large measure of support from all who participated in the Specialists' Conference.

1. Appalachian people have distinctive characteristics in terms of interest, language, belief, and attitude, which distinguish them, as a whole, from many other segments of the nation's population. Consequently, educational efforts must be "tailor-made" to appeal to their tastes and serve their needs.

2. At the same time, Appalachian people have much in common with other groups, especially with reference to adults who are isolated, undereducated, and underemployed. Consequently, educational efforts designed for Appalachia may advantageously borrow from and contribute to programs designed for inner city populations, the rural poor, or isolated minority groups throughout the nation.

3. Education is but one of a large pattern of needs felt by many Appalachian adults. For these adults, educational offerings in isolation from opportunities to improve health, employment, welfare, family life, transportation, and other related factors will likely be rejected. Integrated efforts to improve the quality of living totally should be developed.

4. The "outsider" bringing education (or any other service) to Appalachians will often meet rejection. Efforts must be enlarged to enlist "insiders"—indigenous workers, perhaps members of

1. Copies of the tapes and of the transcriptions are available for study at the Appalachian Adult Basic Education Demonstration Center, Morehead, Kentucky.

kinship structures, surely persons who have had long tenure as acquaintances of the local group. Furthermore, a resident of the local vicinity is not necessarily an insider. Relationships within kinship structures, and within social levels, are likely to be crucial in matters of social acceptance of teachers and other service workers.

5. Many adults in the "hard core" of the undereducated, underemployed, depressed and debilitated are probably beyond rescue as constructive, contributing individuals. Every effort should be made, however, to intervene on behalf of the young people—the unborn babies, the pre-schoolers, the children and youth of these families. Whatever adult education can do to serve youth should certainly be done. The widespread appeal of current ABE programs to older adults is in sharp contrast to this prescription.

6. The traditional characteristics of school are distasteful to some Appalachian children and adults. They dislike to the point of rejection the entire apparatus of "school"—the typical building, the bureaucracy, the confinement, the academic regime. Apparently experimentation is in order to create new models for adult basic education (and for elementary-secondary education), perhaps models more akin to scouting, the Grange, the Peace Corps, or as-yet-unheard-of procedures. On the other hand, traditional education has great appeal to many in Appalachia. In order to capitalize on this motivation, traditional schools can undoubtedly do more to serve those who value them. Vigorous efforts are consequently appropriate in two directions; to adapt the present school system for greater appeal and relevance; and to create new educational alternatives for youth and adults.

7. A working relationship between adult educators and local power figures seems essential in the development of improved adult basic education. The strategy of battle, of confrontation, with local power groups may have appeal; but advantages of alliance with power seem more promising. Present efforts to devise ABE programs which enlist cooperation from county officials, physicians, ministers, merchants, and other leaders in a locality deserve expansion.

8. Strong sentiment emerged in the Specialists' Conference for

educating to improve the quality of life where the people are in Appalachia, as opposed to education which prepares for and facilitates migration. At the same time, it was recognized that those who do migrate are likely to need extensive assistance, in order to meet their adjustment needs. Furthermore, education to improve the quality of life where people are does not mean complete neglect of what the rest of the world is like. A philosophy of education emerges, therefore, which places first priority on the needs of people in their present place and time; with the larger world and its requirements seen as a logical extension of each person's present place and time; and with transfer from a native place to the larger world constituting a special problem deserving special attention.

9. Much evidence points to the importance of teaching teachers the skills necessary to select and prepare instructional materials for local needs. Because action on this recommendation is vital to the achievement of several other conclusions drawn from the bibliographic study of Appalachia and from the Specialists' Conference, the Center at Morehead should seek ways of working on this suggestion as soon as possible.

10. Ways must be found to circumvent the reluctance of many Appalachians to distinguish themselves in any way from other members of their group. The procedure so useful in agricultural extension, of persuading one or two local residents to demonstrate for a community, is apparently not generally effective in Appalachia. Those who do venture, and achieve progress, are sometimes rejected by their former associates. Perhaps basic adult education programs should experiment with slower rates of progress; with group planning of next steps in programs; with group movement rather than individual movement; and with educational programs that are more closely associated with traditional activities (e.g. study-church combined programs; study-craft programs; study-gossip sessions; study-country music sessions).

11. Ending on an encouraging note, it is clear that constructive social change is occurring very rapidly in Appalachia at the present time. The time is ripe for relative success with all kinds of education. Although the attitudes and behaviors of people always

change slowly, major social forces are at long last finally bringing Appalachia into the mainstream of the national society. Radio and television, new highways, buses for transportation to improved schools, new vocational schools and community colleges, and increasing industrial development are pushing Appalachia along the road to change. Gradually, the old stereotypes about Appalachian problems and people become less and less appropriate. The opportunity, if not the need, for adult education is undoubtedly greater now in Appalachia than ever before.

A listing of specific conclusions in 1-2-3 order as above, for *With Reference to Appalachia* and for the Specialists' Conference, tends to obscure major themes emerging from these explorations. The evaluation staff believes that there are major themes, fundamental conclusions, to be noted. These will appear in the final chapter of this report, when final recommendations for the improvement of adult basic education are given.

Chapter III

The Appalachian Adult Basic Education Demonstration Center

The Appalachian Adult Basic Education Demonstration Center may be viewed either as a headquarters center located at Morehead which uses field stations (modules) scattered throughout Appalachia to conduct portions of its work; or as a totality of the centralized headquarters and modules doing experimental and demonstration tasks. In either case, the evaluation plan called for a study of the operations of both the headquarters and the modules.

THE HEADQUARTERS

The headquarters based at Morehead State University, Morehead, Kentucky, has been in existence with federal support since June, 1967. It provides leadership, coordination, and consultant services to the thirteen Appalachian state departments of education; and to the modules to which it gives financial support. Research and in-service training programs, and a number of additional centralized services which are considered important for the improvement of adult basic education in Appalachia, are also developed at the headquarters. The staff of the Center at Morehead consists of seven who have professional rank in the University, and four secretaries and stenographers.

To answer questions concerning the effectiveness of the Center as a whole, the major objective and the major sub-objectives of the Center must first be reviewed in terms of their appropriateness to the Appalachian region.

Major Objective

The Appalachian Adult Basic Education Demonstration Center in the conduct of a "Demonstration, Development and Research Project for Programs, Facilities, Materials, and Educational Technology for Undereducated Adults" shall continue to affect significant improvement in the efficiency and quality of adult basic education through the nation as a result of program activities focused upon portions of a geographic region encompassing all of Appalachia.

Major Sub-objectives

In the amelioration of some of the adult basic education problems in the Appalachian region, the AABEDC has identified and developed ten major sub-objective systems. The sub-objective systems are:

1. To continue and expand a demonstration and research center within the Appalachian region to focus increased attention on the unemployed, underemployed and undereducated populace consisting of predominantly rural families.

2. To increase diagnostic center activities to ferret out methods of determining educational needs and learning difficulties of the Appalachian which might be related to rural America and the nation.

3. To develop a central learning center utilizing a variety of media, techniques and materials for all levels of adult basic education manpower training in a laboratory situation. Of particular importance is the coordination of experimental areas currently being demonstrated in AABEDC field unit centers in the region.

4. To increase the materials center capacity and service—the volume of the Adult Basic Education Materials Center including different media, techniques and materials for all levels of adult basic education demonstration activity; manpower leadership training material; curriculum and diagnostic evaluation; and dissemination through the region.

5. To strengthen mobilization of human and institutional resources at the national, regional, state and local levels to focus upon the educationally deprived population.

6. To develop an evaluation center as an evaluation-research component assessing materials, programs, methods and concepts being tried in the different demonstration field units and to continue to collect the data and information from new projects.

7. To continue and expand inter-relationships of Appalachian states with field units established in each state serving as demonstration centers and utilizing new approaches in a united effort.

8. To coordinate a multi-media communication component to

create and distribute promotional "outreach" and "interpretative" adult basic education materials for broad distribution in the Appalachian region for use in educational and commercial radio and television.

9. To disseminate findings of all levels of Center activity as appropriate for national and regional program involvement and development.

10. To develop professional and para-professional training programs as a part of the learning center under the auspices of Morehead State University and representing a consortium of university, state and regional interests in adult and community education.

A review of the Center's objectives, from the carefully established viewpoint of Appalachian conditions and needs developed in *With Reference to Appalachia* and the Specialists' Conference, leads to the conclusion that the objectives are appropriate and valid. If these objectives are being achieved, the Center's program is significant in terms of the needs of Appalachia and as a demonstration with important implications for adult education throughout the nation. Other equally useful statements of objective might be formulated; but these as stated provide an adequate base for creative work.

In order to achieve these objectives, the Center has developed the headquarters-module strategy. This form of organization captures a number of important advantages inherent in decentralization. The organization also tends to produce certain problems. The evaluative-developmental study of this organization here reported has been made in terms of two versions of the following two questions:

1. Is the headquarters office of the Center organized and operated effectively?

2. Does the Center originate, develop, and supervise its field projects (modules) effectively?

To secure an answer to these two questions and to find the basis for recommending improvements, each member of the study team attended a two-day meeting of the Center's staff with directors of the modules and state directors of adult basic education; attended a two-day meeting of the Center's Regional Board of Directors; reviewed official

reports and publications; and spent one day at the Center in staff conferences. In addition, one member of the evaluation team interviewed each professional staff member of the Center privately, and the operation of the Center from the standpoint of module directors was individually explored.

An analysis of the data collected from all of these observations leads the study team to answer the two questions with an emphatic "yes". Yes, the Center is organized and operated effectively. Yes, the Center is effective in its relationships to the modules.

Although these affirmative answers are given, the evaluation team feels that efficiency could be considerably increased. In an effort to make a more detailed evaluation of the Center and to emphasize specific recommendations for improvement, the remainder of this section of the report will be a discussion of (1) things done well by the Center headquarters; and (2) suggestions for the improvement of the Center headquarters.

Things Done Well at The Center Headquarters

1. *Relationships with personnel of modules*—The relationships of the Center's staff with the personnel of the modules are excellent. The staff in the field acknowledge and appreciate the professional assistance given by the staff at the Center's headquarters; the staff in Morehead has reciprocal feelings for the module personnel. There is mutual respect with clear understanding of acceptable working relationships. Evidence of these excellent relationships was observed in the formulation of module proposals, in meetings of directors of modules with Center staff, in reports of visitations by Center staff to modules, in the special and very successful workshops and conferences conducted by the Center for ABE teachers and administrators, and in the arrangements for gathering data for the Center's research projects.

2. *Leadership role among school officials*—The leadership role of the Center's staff is recognized and appreciated by officials of state departments of education and by local school officials with whom module personnel are associated. Some of these officials serve on the Center's Board of Directors and meet periodically with the Center's staff; many of them find ways to resolve administrative problems that might handicap or even kill module

programs; many find resources with which Center funds can be matched.

3. *Leadership role nationally in adult education*—The leadership role of the Center's staff is also recognized and appreciated by the nation's professional and lay citizens concerned with adult education. The staff members of the Center are in constant demand for participation in regional and national conventions, conferences, and workshops; and for consultative services. In fact, these demands are so great that the Center is faced with a workload problem.

4. *Recognition by the host University*—The high quality of the Center's staff is also recognized "at home"—at the University where the Center is located. Recently Morehead State University approved a new graduate program in Adult and Continuing Education leading to the Master's Degree. The proposal for this program was formulated by the Center's staff, and the staff members have been given professional rank since they will be teaching courses in the program. Another indication of the high regard for the Center within the University is the providing of choice space for the Center headquarters in the new College of Education building.

5. *Quality of staff*—The quality of the Center's staff is highly commendable. Profession staff members have good academic backgrounds (relevant graduate work and experience in several major universities); they are in demand regionally and nationally for committee service, consultation work, personal appearances, and papers; and they have impressed the study team as personable, bright, and hard-working.

6. *Creativeness and innovation*—The quantity and variety of innovative projects, including experiments and research, is indeed impressive. Although much of what has been undertaken is not yet finished (such as the dialect study) and final performance therefore cannot now be evaluated, initial planning and design are worthy of commendation. In another part of this report a caution against attempting to do too much will be expressed.

7. *Effectiveness as a communication agency*—Undoubtedly the

Center is serving a valuable purpose as a communication agency throughout the region and nationally, for the improvement of ABE programs. A tabulation of offices held by headquarter's staff members in state and national associations; of consultant services provided to outside agencies; of papers published or read; of services provided both within and outside the region; and of visitors received during the current year is several pages long. Center conferences have been impressively frequent, serving hundreds of persons. Publications of the Center, such as the syllabi and final reports of teacher training workshops, are major documents aimed at communication. With many of these activities, members of the evaluation team have been impressed by evidences of unusually high quality in effective communication. The syllabi prepared for teacher training workshops, for example, warrant national distribution as outstanding materials for teacher training.

It seems clear that communication to improve adult basic education is a major accomplishment of the Center. As a bridge between Appalachian states and the rest of the nation, the Center is meeting an important need. This extensive communication element in the program is providing a two-way flow of ideas for improved ABE, both in Appalachia and nationally.

8. *Amount of work completed*—When the Center is viewed solely in terms of work completed, of definitely established accomplishments quite apart for the moment from work in process, the results from so short a period of effort (the Center has been in existence for less than three years) are impressive. Note, for example, the work completed in the following specific categories:

a. Organization of the office: host university relations, facilities, staffing, business procedures.

b. Modules established and functioning.

c. Teacher education workshops, several kinds.

d. Research studies completed.

e. Graduate program approved and functional.

f. Local ABE program for Rowan County (Kentucky) adults operating under Center auspices.

g. Recruitment radio and TV package designed and in production.

h. Assistance given to Kentucky with 1969 statewide evaluation.

Suggestions for the Improvement of the Center Headquarters

1. *Long-term support from a variety of sources*—The reliance on short-term and on single-source financing should be abandoned and replaced by long-term support (five years or longer) from a variety of sources.

a. The host university, in turn supported by the State of Kentucky, should contribute significantly to an Appalachian Center. Surely the education of adults in Appalachian areas, including Kentucky's own, is as worthy a cause as are many others undertaken with public funds. And surely the education of adults is as compatible with the University's major purposes as campus undergraduate and graduate work. Now that this institution has become a university and is in a period of transition from a college to a true university, an acceptance of support of a minimum program for the Center would affirm to the faculty and to the public the new stature of Morehead State University. To fail to take this step now that the Center has demonstrated the validity of it purposes and progam would be tantamount to a retreat in a transition process. It may be necessary for the Center to adjust its program to the "minimum" supported by the University for a brief period of time, in order to establish itself as an independent Center available to a variety of fund-sources.

b. The role, and the name, of the Center might well be modified to reflect a less limited inter-agency liaison, keeping, of course, the focus on adult human development which is the ultimate purpose of ABE. Indicative of progressively broader thinking about scope, the name could become Appalachian Adult Education Center (AAEC); Appalachian Adult Development Center (AADC); Appalachian Adult Center (AAC); or even Appalachian Center (AC). Because University identification may yield the greatest academic freedom, ad-

vantages may be derived from a name like the Morehead Appalachian Center (MAC). In any case, the name is at best only symbolic. Fundamentally, the Center should be helped to achieve a period of stable, enduring existence.

c. For its own well-being, the national ABE effort should certainly reform itself, making the necessary adjustments in legislation and regulation to permit long-term grants beyond a single year and continued support for centers where useful pools of man-power and know-how have been established.

2. *Need for project-support research*—The Center's role in research should be reconsidered. With great respect for "pure" research, it is suggested that the Center needs project-support research more than it needs relatively independent and pure research. For example, before another project in recruitment is approved, Center staff should supply the Director with a staff paper on the status of recruitment in the region and the nation (methods used, percentage of target population reached, innovative efforts undertaken, and results therefrom). Research independent of Center projects should be separately funded, and it may be that Center manpower cannot be afforded for unrelated research even though separately funded.

3. *Improved dissemination*—Dissemination should be improved. The effectiveness of the Center in communication has already been noted; but other means of dissemination are also urgently needed. The need is great for systematic reports of Center projects—a companion effort at the conclusion of projects to the project support-research recommended at the planning stage of projects. This type of dissemination might be designated as project-dissemination, although somewhat broader scope for the work is intended. A Center publication series is suggested, as an example, pulling together current status, proposals for improvement, research and demonstration findings, and recommended practices on such selected topics as recruitment of students, employed and voluntary aides, and improving the quality of living through ABE. Other devices merit consideration: promotional articles (as opposed to pure research) in professional journals; development of an ABE newsletter or journal; and in-service training materials which can

be supplied to groups of teachers, administrators, and others. As a general principle, no demonstration project should be developed without substantial plans for dissemination.

4. *Fewer projects followed through more completely*—It seems likely that the Center should undertake fewer projects, but do them more intensively. This suggestion is related to others here—the need for better background research before projects are undertaken; and the need for better evaluation and dissemination after projects are completed. Taken together, these suggestions focus on the quality of projects, including their significance, the resources put into them, and the long-range and wide-ranging advantages drawn from them.

5. *More selective module recruitment*—Related to the previous item is the suggestion that, henceforth, module recruitment (as this strategy is continued) become more analytical, more selective, less opportunistic. It is understandable that opportunistic selection of module projects has been necessary until now, and must continue to some extent. But some shift in this phase toward a "hard line" may now be possible. This recommendation is not intended in any way as a criticism of the people selected as module directors and workers. Rather, it is a proposal to strengthen the process of selecting topics for module work.

6. *Improved interstaff communication*—Interstaff communication can probably be improved to some extent. Human relationships within the staff seem outstandingly good, but group problem-solving seems inadequate to the point that Center efficiency is reduced. Changes in staff meetings should be made in order to help solve this problem. The possibility of devoting some time to group process training may be worth exploring.

7. *Expanded role for Board of Directors*—The role of the Board of Directors of the Center should be expanded. The Board now has almost no opportunity to give advice, to admonish, or to assist in creative problem-solving for the Center. Its only roles are apparently to listen and to become informed about the Center. Perhaps at the beginning the restriction of the Board to these two roles was justified. Now, however, to avoid a waste of talent new functions should be formulated.

8. *Closer ties between Center and University*—Excellent support of the Center by the host institution has already been noted, but the time may be at hand for the translation of evident goodwill into increased dollars and into closer interweaving of Center and University interests. Several possibilities seem to warrant exploration.

a. The appropriateness of good, old-fashioned, hard cash from the University for this effort at human development has been noted earlier.

b. Teaching duties undertaken by Center staff, if not already supported financially by the University, should be.

c. Teaching roles of Center staff, with related selection, salary, and promotions, may need to be integrated more fully with college and department programs. Joint appointments and tenure problems may be more easily solved by such cooperation.

d. Possibly an institutional advisory committee can strengthen some of the Center-University ties.

The objective in efforts to tie the Center into university life should be to "institutionalize" the Center to the point where it gains long-term financial and personnel stability and security without crippling its capacity to pursue a unique on-campus and off-campus mission.

THE MODULES

During the current year, 1969-70, thirteen modules are operating with funds derived in part through the Appalachian Adult Basic Education Demonstration Center. Two of the modules are located in Kentucky; two in Alabama; two in Mississippi; and one in each of seven additional states. Of the thirteen states containing Appalachian counties, only Pennsylvania, Tennessee, and North Carolina do not have modules this year.

In each of the modules, one or two innovations can be identified which are the focus of AABEDC attention. Viewed from this standpoint, the learning laboratory is the most frequent innovation, six of the modules using funds for this purpose. Two of these six are

demonstrating the virtues of mobile, as opposed to fixed-location, learning laboratories. Improved recruitment of students is being sought in three modules. At two modules, paraprofessionals are the major focus of attention; at two others, interagency cooperation; and at two modules, specific life interests (driving an automobile, typing) are being used to achieve adult basic education. Home instruction, instruction through a community-school program, televised instruction, and a weekly newspaper prepared specifically for Appalachian adults who have low reading ability are major projects at individual modules. Table I presents a list of the modules.

Any effort to identify the major problem or problems under study in each of the modules is fraught with danger. Partly because field demonstration and research are seldom easily controllable as to intervening factors; and partly because the headquarters staff asks for data on concomitant factors, a number of the modules can best be described as focusing on a broad spectrum of factors. Under such circumstances, it is difficult to say what is being demonstrated, or what factor is under research investigation. Even when success is achieved in these many-faceted situations, the constructive factors contributing to success are hard to select out of the total pattern of factors. On the other hand, in some of the modules the contributions of clearly-identified innovations are being pin-pointed precisely, with important implications for the region and the nation.

Regardless of how the modules may be organized, their value as vehicles for demonstration and research cannot in most instances be appraised yet. Half of the currently operational modules began only this year, and in some instances the beginning occurred late in this fiscal year.

Exciting results are beginning to flow from the older projects, however, now that two or more full years of work is being completed. Rather than describe each module separately and evaluate each separately, a set of general comments applicable in varying degree to many or all modules was prepared for this report. Notes applicable to individual modules were assembled from personal visits to modules and from module reports and conversations with module personnel. The generalizations agreed upon by the members of the evaluation team are as follows:

1. *Module strategy*—The concept of demonstration and research

TABLE I

MODULE LOCATION AND EMPHASIS

Location	Problems Under Study
Alabama (Bear Creek)	Mobile learning laboratory.
Alabama (Gadsen)	Learning laboratory; TV as recruitment and instructional device.
Georgia	Best staffing practices for recruitment of students.
Kentucky (Southeast)	Life need (driver education) as curriculum device.
Kentucky (Vanceburg)	Interagency cooperation; learning laboratory.
Maryland	Life need (typing) as curriculum device.
Mississippi (Tupelo)	Mobile learning laboratory.
Mississippi (Tupelo)	Weekly newspaper for beginning readers, *Appalachia News*.
New York	ABE in community school programs.
Ohio	Learning laboratory; recruitment; and para-professionals for home instruction.
South Carolina	Interagency planning via "communication catalyst".
Virginia	Para-professionals as counselor-aides.
West Virginia	Long-range follow-up of ABE students.

through modules located in the field throughout the region is sound, exciting, and productive. It has merit politically and educationally. It may enable the U.S. Office of Education to justify, even under present regulations, stable long-term funding of some

portion of Appalachian Center activities without violation of its policy of short-term funding for specific projects.

Objective evidence in support of the decentralization provided through module strategy is already available, from responses to questions about the "spread-effect" of module activities within the various Appalachian states. It is, of course, too early to expect extensive evidence—one must look to such models as the agricultural experiment stations and the development of agriculture over the past hundred years for indications of the progress possible from a well-supported balance of centralized and decentralized organization of research and demonstration. In the opinion of the study team, the module strategy developed by AABEDC has strong theoretical value, and is already proving itself practically.

2. *Module performance*—The modules are successful, in every dimension established by the federal government or otherwise reasonable to expect of them. This is not to say that module outcomes might not be better; but the total result of module operation to date deserves enthusiastic approval. From visits to modules and from other evidence, it is clear that (a) exciting innovations would never have been demonstrated in their present settings without the Center-Module apparatus (as in Georgia, where indigenous recruiters have proven their value); (b) sharply improved adult basic education at the modules has resulted from module operations (module data fully documents enlargements of service); (c) the pioneering efforts of modules have markedly effected their home states, (responses from state directors of adult education in Appalachia clearly testify to this spread); and (d) the spread effect of module operations on a regional and national basis is potentially great.

3. *The "spread-effect" of module projects*—The spread-effect of module operations is worthy of particular commendation. The module concept seems especially well-suited to permeation of routine practices in the field with promising innovations. Evidence from module directors and from state directors of adult education indicates that module activities have been influential without exception throughout their states—presumably in non-Appalachian sections of states as well as in Appalachian sections. The impact

of module projects across state lines within Appalachia, and nationwide, is less easy to trace; but if innovations are capable of influence within states they may well be capable of influence elsewhere, particularly when the sharing of ideas regionally and nationally during Center conferences and through reports provides opportunity for continuous communication. An earlier observation deals with improvements still needed in the dissemination phase of Center activity.

4. *Module identification and project delegation*—An "opportunistic" approach has been previously identified as somewhat characteristic of module selection to date, and hence of the selection of the innovations to be demonstrated in the field. This approach was probably advisable to launch a program quickly, under pressure of U.S. Office of Education policies for short-term (one to three years) support. Furthermore, the approach may have been adequate educationally as an initial attack on problems.

The time has come to take two steps on module selection. First, topics now rather extensively demonstrated should be phased out and experience with them should be reported in nationally available summaries of findings. Second, new or persistently-troublesome topics which are deemed especially crucial or promising should be identified and receptive modules should be sought to work on them. Topics on which the Center should now be able to publish definitive treatments include learning laboratories for adults; recruitment of students; and the use of indigeonus paraprofessionals as employees. The chapters of this report suggest many topics which seem worthy of exploration in a new series of modules. Before any new topic is undertaken, the importance of adequate background research by headquarters staff on the topic has already been emphasized. It will always be necessary, of course, to be assured of enthusiastic interest among local personnel before a new module is established.

5. *Limitation of module purposes*—In future module selection, confusion of objectives and lack of sharp focus as to purpose can probably be mitigated somewhat. Pure single-factor research and demonstration is not likely to occur in field situations; but modules which have either no unique feature beyond overall good practice, or too many unique features, are not likely to

yield useful conclusions. The current practice of having several modules at work on the same problem seems advantageous, permitting an exploration of several facets of a problem simultaneously and increasing the prospects of dissemination for successful innovations. In each module, however, the innovation under study should be precisely identified. If two or more modules work with the same innovation, results will be more persuasive because the sampling of field situations will be larger. The use of several modules for work on a selected topic also has the advantage of reducing the range of effort required of the headquarters staff, without reducing the involvement of persons regionally in the Center program.

6. *Evalaution of module objectives*—Extensive efforts at the Center headquarters have been devoted to data collection and other modes of evaluation of module efforts. A commendable effort has been sustained to provide accountability. If future modules develop around fewer topics more carefully selected, several improvements beyond the present excellent efforts may be possible in evaluation procedures.

First, the identification of what is being measured will be more evident. Second, the research support preliminary to approval of a module should have provided better base-line data prior to the introduction of an innovation. Third, plans can be made to secure comparative data from locations which do *not* introduce the innovation, so that the effect of irrelevant factors (normal growth of adult education resulting from better roads, for example) can be screened out. It may even be possible to screen out gains resulting from the "Hawthorne Effect", the stimulus of experimentation regardless of what new factors are introduced, by the use of comparison data. It may be that some modules should be selected to work with the Center solely to act as comparison locations.

7. *Supplementary data-collection from modules*—The members of the evaluation team were not fully persuaded of the values of collecting supplementary data from each module, descriptive of the total module program but not pertinent to the innovation under study at the module. Theoretical justification for this method of insuring total program development is understandable; but several

disadvantages flow from the policy. Module staffs are excessively engaged in paper-work; the headquarters staff devotes inordinate amounts of time to the process; and above all, the identity and effect of the truly innovative factor or factors is in danger of being neglected.

8. *Lead-time for module identification and funding*—The development and funding of educational projects under federal auspices in recent years has too often been delayed and then hasty. In the Appalachian Center, project development and subsequent funding have been delayed and then hasty to the point of serious distortions in program development. Modules to begin July 1 of the 1969-70 fiscal year were still being approved and funded after January 1, 1970. Serious problems and inadequacies in program planning, staffing, public relations, and otherwise are inevitable under these circumstances. If long-term funding arrangements were established through these tardy beginnings, the delays would not be so disturbing; but when funding runs only from year to year a delay at the beginning is likely to prevent the achievement of program objectives. Earlier, longer-term funding and module approval is urgently needed.

Chapter IV

Summary And Recommendations

In this final section of this report, the most important summary statements and recommendations of the report are assembled and organized for those who wish a quick digest of the entire report. Additional details for those readers who are interested may be drawn from earlier sections of the report, from the reference document *With Reference to Appalachia*, and from transcripts and tapes of the Specialists' Conference which are available at the AABEDC headquarters in Morehead.

In presenting a summary and recommendations, it is appropriate to return to the sets of questions prepared in evaluative and then in developmental form and posed at the beginning of the study. The evaluation questions, and their answers as perceived by the evaluation team, follow.

EVALUATIVE CONCLUSIONS

Question: Are Center projects worthy of support, in terms of social significance for adult education in Appalachia?

Answer: Yes, in varying degrees depending on the project. Research projects by Center staff (for example, the mountain dialect study, and the study of relationships between isolation and education); and the module projects which have helped to produce *The Appalachian News*, indigenous para-professional services, and home instruction are notably tuned to the needs of Appalachia. Other projects, such as those which have explored learning laboratories and teaching-by-typing have social significance, but could have been sponsored as well outside Appalachia as within it. The degree of social significance in projects undertaken is not always well-documented at the Center—hence our recommendation that the research program of the Center be turned to what we have called "project-support" research.

Question: Is the headquarters office of the Center organized and operated effectively?

Answer: Yes, it is unusually well organized and operated. The suggestions which are made for future development of this phase are designed only as supplements to an already excellent situation.

Question: Does the Center originate, develop, and supervise its field projects (modules) effectively?

Answer: Supervision is exceptionally fine, but origination and development have suffered from the expediencies necessary during the set-up period of organizational development. The Center is now in a position, given continued stable support, to select and develop modules more effectively.

Question: Are the field projects (modules) succeeding in attaining their objectives?

Answer: Yes, notably so in several instances. This answer must be hedged in various respects, however. In the first place, only half the field projects have had time to attain their objectives. The remaining projects are just beginning their work. Furthermore, it is not always clear what objectives are to be attained, although the Center must be credited with a major emphasis on this issue. The difficulty can be illustrated in part by asking, "What is the objective when demonstrating a learning laboratory?" Is it to show that more adults will study in a learning laboratory than in a conventional classroom? Or that those who study in a laboratory will learn faster? Or that new types of adults will be attracted to study? Or simply that the laboratory can teach equally well with less expenditure for highly qualified teachers? Selection among such alternative objectives as these has not always been accomplished. Beyond this, even where objectives are established, data-gathering designs have not always been adequate in Center projects to permit generalizations about attainment of objectives. These are all problems which can be attacked to advantage in future Center activities.

In another sense, it is clear that field projects are succeeding in attaining their objectives. If objectives are stated in terms of spreading preferred practices, developing leadership, focusing public attention on the undereducated, and expanding relationships among adult educators—all stated objectives of the total Center enterprise—then success in the attainment of objectives is fully evident.

DEVELOPMENTAL CONCLUSIONS

Turning next to the developmental questions and their answers, the following summary and recommendations are supported by the evaluation team.

Question: To what tasks should the Center devote its resources in order that its impact through adult education be of the highest possible social significance in Appalachia?

Answer: From *With Reference to Appalachia*, and from the Specialists' Conference, a number of approaches have emerged of potential high relevance for adult basic education in Appalachia. The Center staff will need to make choices among these possible tasks for future development, and will need to assure itself by thorough project-support research of the importance of the topics it selects. In rough order-of-importance in the judgment of the evaluation team, the tasks of maximum social significance are: (a) to build academic instruction around content which can contribute to the improvement of the quality of living in Appalachia—content pertaining to both rural and urban life, forestry, recreation, welfare, child care, nutrition, and migration; (b) to reach the younger adults; (c) to develop coordinated programs which combine education with health services, child care, employment, transportation, and improved family life; (d) to develop differentiated programs for the different types of adult populations, ranging from the hard-core alienated to the progressive and ambitious; (e) to experiment with total-family and total-neighborhood education; (f) to create programs which will attract and hold males; (g) to attempt "piggy-backing" of adult education into traditional activities of the mountaineers—church, music, crafts, socializing; (h) to create entirely new models of education for experimental purposes, as different as possible from conventional schooling, perhaps copied from Scouting, the Grange, or the Peace Corps; (i) to develop firmer weddings between educational advancement and employment, notably through job placement following education; (j) to demonstrate ways of forming alliances with local power figures (politicians, for example) which facilitate improved programs of adult education.

Question: How can the internal organization and operation of the Center be improved?

Answer: The Center headquarters is already outstanding in organization and operation. Additional steps which are recommended for still better organization and operation consist of (a) securing long-term financial support, in contrast to the present year-to-year support; (b) securing support from a variety of sources, in contrast to the present reliance on the U.S. Office of Education exclusively; (c) persuading

the U.S. Office of Education to modify its policies in order to continue long-range support to the Center, perhaps on the basis of constantly changing modules; (d) receiving substantial support directly from Morehead State University; (e) changing its name to symbolize greater diversity in goals and in sponsorship; (f) shifting from "pure" to "project-support" research; (g) vigorously improving dissemination, so that no project will be developed without substantial plans for dissemination; (h) focusing efforts more intensively on fewer topics at any one time; (i) improving staff problem-solving practices; (j) expanding the role of the Board of Directors to include greater participation by the Board in policy determination for the Center; and (k) strengthening the non-monetary, as well as the monetary, ties between the Center and Morehead State Univrsity.

Question: How can the origination, development, and supervision of field projects (modules) by the Center be improved?

Answer: The supervision of field projects by the headquarters staff is excellent in quality, although not intensive quantitatively. The origination and development of projects, however, require major attention. Suggestions in this report, identifying potential high-priority projects, may assist with the problem of origination. It will still be necessary to locate field staffs interested in becoming modules for selected projects.

Question: What steps can be recommended for each of the field projects (modules) so that successful attainment of objectives may be more promptly and more fully achieved?

Answer: Recommendations for individual modules have not been prepared, but general recommendations applicable to all future modules have been formulated. Greater clarity in the identification and isolation of objectives, followed by more adequate evaluation using base data and controlled comparisons, are the beginning points for insuring the attainment of objectives and the assessment of attainment.

It is well to recognize that "successful attainment of objectives" will not always require the use of baseline data or controlled comparisons. For example, if the objective of a field project is to demonstrate the usefulness of television as a teaching device, it is only necessary to show that some adults will become consumers of adult education by television. Frequently, however, relative or comparative

usefulness of one procedure of instruction over others is the issue, making base data and controlled comparisons statistically necessary.

GENERAL CONCLUSION

The evaluation team finds the Appalachian Adult Basic Education Demonstration Center worthy of high praise in many aspects of its effort. Considering the short span of time in which it has existed, the accomplishments of the Center are commendable in scope and in quality. The various projects of the Center have impressed members of the evaluation team who have visited them as generally imaginative in design and stimulating to the entire field of adult education.

Our major concern is that the Center shall, now that it is established, have adequate opportunity to take advantage in the next few years of the groundwork which has been laid thus far through considerable governmental expense and human ingenuity. Our major concern is thus with federal and regional funding policies, for over them, rather than over the potential of the Center, hangs the largest question mark concerning the future development of creative innovation for adult basic education.

Federal policy has been enlightened in its initial support of the Center concept, and of the concepts of leadership development, demonstration, and innovation generally. Now, enlightenment in federal policy consists of providing security and stability for work which needs to continue. In terms of the magnitude of the adult education problem, the federal government has little enough money at best. The money which is available should go where maximum outputs can be anticipated. The Appalachian Center is clearly in position, now, to return significant out-puts on future investments.